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ABSTRACT

A summary is presented of interviews with a random sample of K-4 teachers from six schools in the Title VII Bilingual Project in the Austin Independent School District. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. A total of 11 monolingual team teachers and 11 bilingual teachers were asked fifteen questions related to the following areas: (1) language instruction; (2) teacher aides' services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. The results for each of the fifteen items are discussed, and some of the results are presented as conclusions. One conclusion singled out as noteworthy is the fact that 36% of the bilingual teachers conduct none or almost none of their instructional activities in Spanish. Other observations are concerned with the successful teacher aide program, alternatives to inservice training workshops for staff training, means of identifying the appropriate instructional language(s), and language and cultural awareness activities. A copy of the interview form and a summary of teachers' responses are attached. (AMH)

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INTERVIEWS OF TEACHERS IN TITLE VII
K - 4 SCHOOLS - FALL, 1974

November, 1974

ESEA Title VII Bilingual Project

Formative Evaluation Report Number 6

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INTERVIEWS OF TEACHERS IN TITLE VII K-4 SCHOOLS, FALL 1974

From mid-October through mid-November, 1974, the staff of the Office of Research and Evaluation conducted interviews of a random sample of teachers from the six major schools in the Title VII Bilingual Project in an effort to collect and provide data which would be helpful to the project staff in assessing the ongoing activities of the project classrooms as well as specific process objectives. This formative report summarizes the results of these interviews.

Purpose of the Interviews

These interviews were conducted for the purpose of collecting data from Title VII Bilingual Project teachers and providing this data to the project staff for assessment of ongoing activities as well as stated process objectives. The interviews were designed to investigate activities such as duties assigned the bilingual aide by the classroom teachers, areas of inservice training need, materials needed, amount of English and Spanish used in instruction, and the amount of help needed by the teachers from the project staff. The interviews provided project teachers an opportunity to express views and comments and to make suggestions and recommendations about activities.

Teachers Interviewed

Four teachers were selected at random from each of the six Title VII schools which have a K-4 program (Brooke, Becker, Dawson, Ortega, Ridgetop and Zavala). Two interviews were monolingual team teachers and two were bilingual teachers from each school, making a total of 12 monolingual team teachers and 12 bilingual teachers.

Twenty-two of the twenty-four teachers selected and scheduled for interviews were actually interviewed. One monlingual team teacher and one bilingual teacher were consistently unavailable for an interview; therefore, a total of 11 monolingual team teachers and 11 bilingual teachers were eventually interviewed.

Dates, Times, Procedures

The interviews were conducted from October 17, 1974 through November 11, 1974 by the Title VII Process Evaluators. The Process Evaluators set up appointments with the classroom teachers at their convenience, usually in the afternoon after students were released for the day. Each interview lasted from 15 to 30 minutes.

Interview Form

A copy of the interview form used is included as attachment A of this report. The form was designed by the staff of the Office of Research and Evaluation and consisted of 15 questions related to the following areas:

1. Language instruction
2. Teachers' aide services
3. Classroom needs
4. Inservice training needs
5. Supervision and services by the Title VII staff
6. Cultural awareness activities

The form also provided for additional comments and suggestions by the teachers.

Results

Attachment B presents a summary of teachers' responses to each item on the teacher interview form. Items 1 and 2 ask the teacher to estimate the percentage of their instructional time which is conducted in Spanish and English. Monolingual team teachers stated that none or almost none of their instruction is conducted in Spanish. Of the bilingual teachers, 36% responded that none or almost none of their instructional time was conducted in Spanish. Eighteen responded that 1/4 of their instructional time was conducted in Spanish, 27% that 1/2 was in Spanish, and 18% that 3/4 was in Spanish.

Ninety-five percent of the teachers interviewed stated that they have the services of a bilingual aide at least half of the time, 50% of the teachers interviewed said that they had the services of a teacher aide more than half of the time. (item 3)

Item 4 asked classroom teachers what percent of the time when the aide is working with them he/she spends on various activities. Instructional reinforcement was estimated to occupy 46% of the aides' time, making materials 19%, clerical duties 8%, supervision 21% and other activities 6%.

When asked what the three greatest needs are in their classrooms (item 5), 55% of the bilingual teachers reported "more educational materials," and 45% expressed the need for additional planning time. Of the monolingual team teachers, 55% identified more individualized instruction as a need in their classroom, 20% mentioned educational materials, and 20% mentioned more work space.

When asked what kind of materials they needed, 50% of the bilingual teachers mentioned bilingual instructional materials and 27% mentioned math materials. Eighty-two percent of the monolingual team teachers replied with "instructional materials." (item 6)

Item 7 asked teachers in which areas they would like to receive inservice training. Spanish reading was identified by 27% of the bilingual teachers, with math, Spanish in general, and language arts being mentioned by 18% each. More information on the bilingual program was the most frequently mentioned inservice training needed by the monolingual team teachers (27%).

When asked if it is good idea to have a substitute teach class so that the teachers may attend inservice training or workshops, 63% responded positively; however, 18% were undecided and another 18% responded negatively. (item 8)

The interviewers reported that the majority of teachers responding positively prefaced their response by saying that substitutes were a good idea only if they are well qualified and the inservice is worthwhile.

When asked about information concerning their role in the bilingual project, (item 9) 73% of the bilingual teachers and 54% of the monolingual team teachers responded that the staff had provided them sufficient information. Nine percent of the bilingual teachers and 27% of the monolingual team teachers felt that sufficient information had not been provided.

The teachers were then asked how much supervision and help from the Title VII project staff they felt they needed to organize their classrooms for bilingual education. (item 10) Using the scale "very much, some, a little, very little, and none," 40% of the bilingual teachers and the monolingual team teachers responded with "some." Twenty percent of the bilingual teachers and 23% of the monolingual team teachers responded "very much."

Approximately half of the bilingual teachers and monolingual team teachers stated that they used personal observation and language dominance test results about equally in determining the appropriate instructional language, either Spanish and/or English, for their students. (item 11)

Teachers were asked how often the students they teach engage in listening, speaking, reading and creative writing activities. (item 12) Both bilingual and monolingual team teachers responded that listening, speaking and reading activities occurred on a daily basis, however, only 25% of the bilingual teachers and 17% of the monolingual team teachers stated that they conducted daily creative writing activities.

When asked which methods they were using to enhance the awareness of their students of the various cultures and home backgrounds represented in the project schools, (item 13) there was an interesting difference between the responses of the bilingual teachers and the monolingual team teachers. Fifty-five percent of the monolingual team teachers relied upon social studies lessons for cultural awareness; whereas, 64% of the bilingual teachers utilized programs, displays, and field trips.

When asked what other programs/projects/activities, in addition to regular instructional activities, make a substantial demand upon their time, (item 14) a wide range of activities were mentioned. Bilingual teachers most frequently mentioned meetings and the Fountain Valley Program, and monolingual team teachers frequently mentioned faculty meetings, testing and making materials.

Conclusions

There are some results from these teacher interviews which do indicate both areas of adequate implementation of the project and areas of inadequate implementation.

Noteworthy is the statement of 36% of the bilingual teachers that they conduct none or almost none of their instructional activities in Spanish. This suggests that about one-third of the students participating in bilingual education in these six schools are receiving almost 100% English instruction.

All but one of the teachers interviewed do have the services of a bilingual aide for at least half of the time. The assignment of teacher aides, although not perfect, seems to be very successful in providing each classroom with instructional help.

Bilingual teachers are more interested in materials and additional planning time; whereas, the monolingual team teachers desire more individualized instruction.

Regarding the release of teachers for inservice training by providing substitutes for their classrooms, two-thirds of the teachers interviewed approved; however, one-third of the teachers did not and the majority of those who did, did not want unqualified substitutes to release them for unproductive inservice workshops. The concerns of this one-third should be explored further as a way of discovering alternative staff training strategies, possibly even the elimination of expensive substitutes.

A combination of personal observation and the results of language dominance tests are being used to identify the appropriate instructional language(s) for project students.

Although listening, speaking, and reading activities occur daily in both the bilingual and monolingual team teachers' classrooms, creative writing activities occur less often, about once a week.

For cultural awareness activities, the monolingual team teachers most frequently rely upon the standard social studies program. Bilingual teachers rely much more upon additional materials and activities. There is probably a need for the bilingual teachers to work more with the monolingual team teachers to ensure that cultural awareness above and beyond the text books is a part of all classrooms and not just the ones in which a Mexican American teacher works.

ATTACHMENT A

AUSTIN INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAM
Office of Research and Evaluation

TEACHER'S FORM - FALL INTERVIEW

1. What part of your time do you teach in Spanish?
2. What part of your time do you teach in English?
3. What part of the school day do you have the services of a teacher aide?

a. None, Almost none
b. One fourth
c. One half
d. Three fourths
e. All, almost all

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4. What percent of time, when the aide is working with you, does he/she spend on...?

a. Instructional Reinforcement....._____%
b. Making Materials....._____%
c. Clerical Duties....._____%
d. Supervision....._____%
e. Other Activities....._____%

100 %

5. What are the three greatest needs in your classroom?

6. What kinds of materials do you need?

7. In what areas would you like to receive inservice training?

8. Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice training workshop?

a. Definitely yes
b. Mostly yes
c. Undecided, mixed feelings
d. Mostly no
e. Definitely no

9. Has the Title VII Project staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

a. Definitely yes
b. Mostly yes
c. Undecided, mixed feelings
d. Mostly no
e. Definitely no

10. How much supervision and help from the Title VII project staff do you feel you need to organize your classroom for bilingual education?

a. Very much
b. Some
c. A little
d. Very little
e. None

11. What basis are you using to group students for instruction in either Spanish or English?

12. How often do the students you teach engage in each of the following activities in Spanish/English?

1. Listening Activites	a. Daily
2. Speaking Activities	b. More than once a week
3. Reading Activities	c. Once a week
4. Creating Writing Activities	d. Once every 2 weeks
	e. Never

13. What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

14. In addition to the regular instructional activities, what other programs/projects/activities make a substantial demand on your time?

15. What other comments about the Title VII Bilingual Project would you like to make?

ATTACHMENT B

Percentage of Teacher Responses tc the
Teacher Interview Form

ITEM 1

What part of your time do you teach in Spanish?	Bilingual Teachers	Monol. Team Teachers	Both
a. None, almost none	36%	100%	68%
b. One fourth	18%	0%	9%
c. One half	27%	0%	14%
d. Three fourths	18%	0%	9%
e. All, almost all	0%	0%	0%

ITEM 2

What part of your time do you teach in English?	Bilingual Teachers	Monol. Team Teachers	Both
a. None, almost none	0%	0%	0%
b. One fourth	27%	0%	14%
c. One half	27%	0%	14%
d. Three fourths	36%	0%	18%
e. All, almost all	9%	100%	54%

ITEM 3

What part of the school day do you have the services of a teacher aide?	Bilingual Teachers	Monol. Team Teachers	Both
a. None, almost none	9%	0%	5%
b. One fourth	0%	0%	0%
c. One half	27%	45%	36%
d. Three fourths	9%	18%	14%
e. All, almost all	55%	36%	45%

ITEM 4

What percent of time, when the aide is working with you, does he/she spend on...?	Bilingual Teachers	Monol.Team Teachers	Both
a. Instructional reinforcement	50.5%	42.2%	46%
b. Making materials	19.5%	18.7%	19%
c. Clerical duties	6.5%	9.0%	8%
d. Supervision	16.0%	26.6%	21%
e. Other activities	7.5%	5.4%	6%

ITEM 5

What are the three greatest needs in your classroom?

GROUP	RANK	% OF TEACHERS STATING NEED	NEED
Bilingual Teachers	1	55%	Educational Materials
	2	45%	Time for planning
Mono.Team Teachers	1	55%	More individual instruction of children
	2	20%	Educational materials
	3	20%	Space to work
	4	5%	Clerical help
Both	1	34%	Materials
	2	28%	Assistance-Aide
	3	16%	Time for planning
	4	9%	Space

ITEM 6

What kind of materials do you need?

GROUP	RANK	% OF TEACHERS STATING NEED	NEED
Bilingual Teachers	1	50%	Bilingual materials
	2	27%	Math materials
	3	18%	Audio Visual Aides
Monol.Team Teachers	1	82%	Instructional materials
Both	1	37%	Educational materials
	2	26%	Audio Equipment
	3	21%	Games

ITEM 7

In what areas would you like to receive inservice training?

GROUP	RANK	% OF TEACHERS MENTIONING AREA	INSERVICE TRAINING
Bilingual Teachers	1	27%	Reading (Spanish)
	2	18%	Math
	2	18%	Spanish
	2	18%	Language Arts
Monol.Team Teachers	1	27%	Bilingual program information
Both	1	30%	Spanish reading
	2	23%	Discipline
	3	20%	Spanish
	4	18%	Math.

ITEM 8

Do you feel it is a good idea to have a substitute teach your class so that you may attend an inservice train ng workshop?

RESPONSE	Bilingual Teachers	Monol. Team	Both
a. Definitely yes	55%	36%	46%
b. Mostly yes	18%	18%	18%
c. Undecided, mixed feelings	18%	18%	18%
d. Mostly no	0	18%	9%
e. Definitely no	9%	9%	9%

ITEM 9

Has the Title VII Project Staff provided you with sufficient information about your role in the Bilingual Project and about what you are expected to be doing?

RESPONSE	Bilingual Teachers	Monol./Team	Both
a. Definitely yes	9%	18%	14%
b. Mostly yes	64%	36%	50%
c. Undecided, mixed feelings	18%	18%	18%
d. Mostly no	0%	0%	0%
e. Definitely no	9%	27%	18%

ITEM 10

How much supervision and help from the Title VII Project Staff do you feel you need to organize your classroom for Bilingual Education?

RESPONSE	Bilingual Teachers	Monol./Team	Both
a. Very much	20%	33%	26%
b. Some	40%	44%	42%
c. A little	10%	11%	11%
d. Very little	20%	0%	11%
e. None	10%	11%	11%

ITEM 11

What basis are you using to group students for instruction in either Spanish or English?

GROUP	RANK	% OF TEACHERS USING BASIS	BASIS FOR GROUPING
Bilingual Teachers	1	45%	Teacher Observation
	1	45%	Language Dom. Tests
Monol.Team Teachers	1	50%	Teacher Observation
	1	50%	Language Dom. Tests
Both	1	47%	Teacher Observation
	2	47%	Language Dom. tests.

ITEM 12

How often do the students you teach engage in each of the following activities in Spanish/English? (2nd. - 4th. grade only)

Bilingual Teachers	DAILY	1 + per week	Once a Week	Once every 2 weeks	Never
1. Listening Activity	100%	0%	0%	0%	0%
2. Speaking Activity	100%	0%	0%	0%	0%
3. Reading Activity	100%	0%	0%	0%	0%
4. Creative Writing Activity	25%	75%	0%	0%	0%
Monol.Team Teachers					
1. Listening Activity	100%	0%	0%	0%	0%
2. Speaking Activity	100%	0%	0%	0%	0%
3. Reading Activity	100%	0%	0%	0%	0%
4. Creative Writing Activity	16.6%	33%	16.6%	33%	0%

Both Groups	DAILY	+1 per week	Once a Week	Once every 2 weeks	Never
1. Listening Activity	100%	0%	0%	0%	0%
2. Speaking Activity	100%	0%	0%	0%	0%
3. Reading Activity	100%	0%	0%	0%	0%
4. Creative Writing Activity	20%	50%	10%	20%	0%

ITEM 13

What methods are you using to enhance the awareness of your students of the various cultures and home backgrounds represented in your school?

GROUP	RANK	% OF TEACHERS USING METHOD	METHOD
Bilingual Teachers	1	64%	Programs-displays, Bulletin Boards
	2	18%	Field Trips
	3	9%	Social Studies Lessons
Monol.Team Teachers	1	55%	Soc. Studies Lessons
	2	45%	Multicultural Programs
Both	1	32%	Soc. Studies Lessons
	2	23%	Field Trips
	3	18%	Readings
	4	18%	Programs

ITEM 14

In addition to the regular instructional activities, what other programs/projects/ activities make a substantial demand on your time?

GROUP	RANK	% OF TEACHERS MENTIONING ACTIVITY	ACTIVITY
Bilingual Teachers	1	18%	Meetings
	2	18%	Fountain Valley
Monol./Team Teachers	1	36%	Faculty meeting
	2	18%	Testing
	3	18%	Making materials

GROUP	RANK	% OF TEACHERS MENTIONING ACTIVITY	ACTIVITY
Both	1	50%	Meetings
	2	20%	Testing

ITEM 15

What other comments about the Title VII Bilingual Projects would you like to make?

GROUP	RANK	% OF TEACHERS COMMENTING	COMMENTS
Bilingual Teachers	1	20%	More information about Title VII
	1	20%	More concern for teachers views & feelings
Mono.Team Teachers	1	35%	More information on Bilingual Program and its objectives
Both	1	28%	More information on Bilingual Program & Title VII
	2	18%	More concern for teachers views and feelings